DOCUMENT RESUME

ED 356 040 PS 021 178

AUTHOR Ferguson, F. Michael
TITLE Parents and Teachers as Collaborators in Building Positive Self Concepts in Young Children.
PUB DATE 92
NOTE 113p.; Ed.D. Practicum, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS After School Programs; Black Culture; Black Youth; Child Development; Counseling; Early Childhood Education; *Inservice Teacher Education; Interpersonal Competence; Multicultural Education; *Parent Education; *Parent Teacher Cooperation; Self Concept; Self Efficacy; *Self Esteem; Social Development
IDENTIFIERS African Americans

ABSTRACT

This practicum was designed to help children in an early childhood community center understand themselves and others as being unique, and having worth and dignity. It was intended that parents and teachers would develop a partnership and work in a collaborative manner on behalf of the children. Surveys of participating parents and teachers indicated that the lack of cooperation between parents and children resulted from parents' lack of training in effective parenting skills and teachers' lack of the skills they needed to work effectively with young children. To remedy this situation, a consultant implemented and evaluated 24 in-service training sessions and 8 counseling sessions with 29 parents and 10 teachers in child development, effective parenting skills, early childhood education, and multicultural education. The sessions provided parents with effective strategies for recognizing developmentally appropriate behaviors in their children, provided teachers with training in multicultural education, and built collaboration between teachers and parents. It is concluded that all goals of the practicum were met. Appendices provide related materials, including an African and African American diagnostic inventory; a family contact rating scale; a children's self-concept scale; parent and teacher survey questionnaires; and a classroom inventory checklist. Contains 42 references. (SM)

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# Parents and Teachers as Collaborators in Building Positive Self Concepts in Young Children

by

F. Michael Ferguson

Cluster XXXVI

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A Practicum II Report presented to the Ed.D. Program in Early and Middle Childhood in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

Nova University

1992

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PRACTICUM APPROVAL SHEET

This practicum took place as described.

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November 13, 1992
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This practicum report was submitted by F. Michael Ferguson, under the direction of the advisor listed below. It was submitted to the Ed. D. Program in Early and Middle Childhood and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

Dec. 30, 1992
Date of Final Approval of Report

June S. Delano
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ACKNOWLEDGEMENTS

This writer would like to thank God for His great grace and mercy and the perseverance given to me throughout this entire degree program. Also, I would like to thank the staff, parents, children and administration of the R.W. Brown Community Center who made this project a reality. Special thanks are in order for my children Imani, Jared, Dana, Michael and Isha for their encouragement and patience along with the patience of my wife Francine who helped me endure. I would also like to give thanks to the great scholars before me whose works I've read and studied over the years and have given me the wherewithal to complete my doctoral degree (the names I would like to mention-space wouldn't allow).

Special thanks to the entire Nova family, especially Dr. Karen Vander Ven, whose scholarship will be among the great ones of learning and study. To Dr. June S. Delano, whose guidance, leadership, and patience helped me tremendously. Finally to my mother, grandmother, my late father who would have been extremely proud, and of course Jermaine, whose short life made an impact upon many.

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## Abstract

Teachers and Parents as Collaborators in Building Positive Self Concepts in Young Children. Ferguson, Michael F., 1992: Practicum Report, Nova University, Ed. D. Program in Early and Middle Childhood. Descriptors: Early Childhood Education / Child Development / African American Education / In Service Teacher Education / Black Education / Counseling.

This practicum was designed to enhance children's self concepts through a collaborative process among parents and teachers. The primary goal was that children would understand themselves and others as unique, with worth and dignity. A secondary goal was to provide parents with effective strategies to recognize developmentally appropriate behaviors and train teachers in multicultural education to enhance their pedagogical skills.

The writer conducted twenty-four in-service training sessions and eight counseling sessions to develop knowledge of child development and build collaboration between teachers and parents. There were four structural components to help achieve the goals and objectives. The first is the Awareness Stage; the second is the Educative Stage; the third is the Counseling Stage; and the fourth is the implementation Stage.

The results of the practicum was very encouraging. Goals and objectives of the practicum were met. An analysis of all objectives revealed the following: (a) children now saw themselves as unique, with worth and dignity; (b) teachers and parents developed skills and knowledge of child growth and development; (c) teachers and parents are now working harmoniously to build positive self concepts in their children; and (d) teachers are now using a multicultural approach in their classroom activities.


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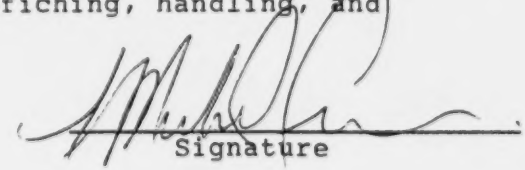
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# CHAPTER I

# INTRODUCTION

## Description of Work Setting and Community

This practicum was conducted in an early childhood program located in a large urban northeastern area. It is part of a large communtiy center that provides recreational and educational activities for members of the community. The early childhood program serves about 150 infant to eight year olds, who are mainly from the neighborhood. The community center takes up a large city block, and contains six classrooms, an auditorium that is also used as a gymnasium, four conference rooms and a swimming pool. The center also provides educational and recreational activities for about 150 afterschool children.

The neighborhood surrounding the community center is a mixture of single row homes, apartments and churches, some well kept and maintained, others vacant, dilapidated and near collapse. Despite its location however, the community center is kept and maintained immaculately. There is no graffiti found on the building whatsoever. This is an accomplishment despite the serious problem in the neighborhood with graffiti artists.

The student population of approximately 300 students is drawn from the neighborhood which is a mixture of white and blue collar workers. The majority of the children are from low income families that are headed primarily by

females. Ethnically, the students are 95% African-American, with a growing Asian-American population. The families from the lower socioeconomic scale receive most of their funds from public assistance, others are employed as laborers. The middle income families are employed in multifarious fields, some are even taking courses at nearby universities, others at local community colleges.

Historically, the center began as a Boys Club that provided recreational activities for children. It soon began to expand its services and programs for the community and later opened two other large community centers. A total of three centers exist city wide which collectively serve approximately 1,057 children.

The center is governed by a 25 member board of directors and an executive director. He is responsible for program management and supervision and provides leadership for department coordinators in charge of various programs. The early childhood program is staffed by a supervisor of early childhood, one office manager, four secretaries, one maintenance supervisor, sixteen teachers, fifteen teacher assistants, and four maintenance personnel. It provides educational and recreational activities for children from infancy to age eight.

The curricula provide children with a myriad of academic and non-academic subjects such as: mathematics, science, language arts, reading, and physical education. Skill building activities include the following: arts and crafts, music, creative movement, cooking, assemblies and trips, self-help skills, free play and circle.

The operating budget is approximately $800,000 dollars. Revenues are secured from local and state governments, the Pugh Foundation, the William Penn Foundation, and the United Way. State subsidized Title XX Funds are secured for those families who are at the lower end of the socioeconomic scale.

## Writer's Work Setting and Role

The writer is one of several consultants assigned to multifarious programs of the community center. He is specifically assigned to the early childhood program and is responsible for teacher training and supervision. The early childhood program consists of 130 children and an instructional staff of thirty-three. Classes are broken down as follows: Tiny Towne (8mos-20mos); Busy Bees (20mos-26 mos); Duck Tails (26mos-34mos); Munchkins (34mos-3½yrs); Care Bears (3½yrs-4yrs); and the Transformers (5yrs).

The writer is responsible for the training and supervision of the teaching staff, which includes classroom observations, parent consultations, testing and evaluation, and staff development. His background and training includes

a bachelor's degree in psychology, a master's degree in counseling and development, with professional certifications in the following: Special Education, Guidance and Counseling, Educational Administration and Supervision, and Counseling Administration. Finally, he has over ten years teaching and counseling experience from pre-K through college and is an educational consultant in private practice.

## Chapter II

## Study of the Problem

### Problem Description

The literature is replete with the number of children who attend our nation's school systems, obtain a high school diploma or college degree, and find themselves in occupations below their ability level (see Staples, 1982; and Poussaint, 1983). Moreover, a greater number of the nation's children drop out of school, turn to drugs, or end up on welfare (Oliver, 1989). Establishing effective parent-teacher partnerships are problematic but necessary to contend with these trends (Kagen, 1991).

At the early childhood center where the writer implemented his practicum, the same factors were observed. That is, teachers and parents did not work harmoniously to build children's efficacies, competencies, and positive self-concepts. As a result, children did not receive instruction that facilitated positive self-concepts. Socialization skills are vital to a child's sense of who he or she is. Wilson (1987) states: "The socialization process involves the shaping of the individual to fit a socially engraved perspective, cognitive and behavioral mold, thereby determining how the individual perceives, thinks, and behaves in this world" (p.160). Inherent in the building of the child's social skills are the parents and teachers, who comprise the greater

social network.

The National Association for the Education of Young Children (NAEYC) (1986) believes that the teacher-parent partnership is crucial in a developmentally appropriate program to build "mutual understanding." The issues of building a parent-teacher partnership to build socialization skills were discussed in detail with the director of programming and the supervisor of early childhood. They both concurred that parents and teachers did not have a good working relationship. At times, parents and teachers differed over child development issues which in turn diminished the quality of child care at the center. Moreover, the supervisor of early childhood indicated that she was concerned about the perception some parents had of the center's teaching staff. The perception held by parents of the teachers was that they were no more than "babysitters."

The family is an essential part of the child's overall development and teachers are encouraged to meet their needs (NAEYC, 1986). Unless parents and teachers learn to work as collaborators to effectively build children's efficacies, competencies and positive self-concepts, children will not maximize their potential.

## Problem Documentation

The existence of this problem was documented by the Teacher Questionaire Survey, Parent Survey, Classroom

Checklist, and the Afrikan and Afrikan American Diagnostic Inventory. A meeting was held with teachers and parents and each group was given a survey to complete (see Table 1).

Table 1

Results of Parent Survey

| | YES | NO |
|---|---|---|
| Married | 8 | 21 |
| Contact teacher if there is a problem with child in school | 4 | 25 |
| Contact with teacher (generically) | 3 | 26 |
| Involved in school activities | 4 | 25 |
| Read books related to child growth and development | 2 | 27 |
| Attend Teacher-Parent Conferences | 1 | 28 |
| Communication is a key factor in Parent-Teacher relationship | 29 | 0 |

N=29

Table 1 summarizes the results collected from the Parent Survey. A significant number of the parents are unmarried and rear their children alone (without the aid of extended family members). These mothers utilize day care services out of necessity. Contact with teachers by the parents is almost non-existent, and there is very little involvement with school related activities.

Additionally, the greater number of parents indicated

that they did not read magazines, books, or articles on child growth and development. This probably explains why there is little agreement between teachers and parents in regards to child development issues. Ironically, all parents indicated that communication is a necessary requisite for an effective relationship with their child's teacher.

The results of the Teacher Survey are revealed in Table 2.

Table 2.

Results of Teacher Survey

| | |
|---|---|
| Skills needed to become an effective teacher. | 9=Love for children<br>1=knowledge of subject matter |
| Effective ways to involve parents in their child's education. | 10=parent conferences |
| Contact with parent. (frequency of contact) | Yes=10 No=0<br>(often=0) (sometime=10) |
| Parent contacted if there is a problem with their child. | Yes=10 No=0 |
| Effective Teacher-Parent Conferences. | Yes=0 No=10 |
| Parents reluctant to participate in their child's education. | Yes=8 No=2 |
| Attend workshops | Yes=2 No=8 |

| | | |
|---|---|---|
| Importance of fathers in child development. | Yes=4 | No=6 |
| Current active parent-teacher committee. | Yes=0 | No=10 |
| Read books, articles, or journals on child growth and development. | Yes=2 | No=8 |
| Knowledge of multicultural education. | Yes=0 | No=10 |

N=10

---

Table 2 summarizes the results collected from the Teacher Survey. Most teachers believed that a love for children was a necessary requisite to become an effective teacher. They believed that teacher-parent conferences were effective means to involve parents in their child's education. Contact with parents was frequent, but only if there was a problem with the child in school (i.e. sickness or behavioral problem). Moreover, teachers believed that parents were reluctant to participate in their child's education. Only two of eight teachers attended workshops in the last year; there is no current parent-teacher committees and only two of eight teachers read books, articles, or magazines related to child growth and development. Finally, teachers lacked knowledge of multicultural or multiethnic education.

During several classroom observations, it was noted that each classroom lacked multi-ethnic diversity (see Table 3).

Table 3

Results of Classroom Checklist

| | Yes | No |
|---|---|---|
| Classroom exhibits multi-cultural diversity. | 0 | 8* |
| Bulletin boards reflect multi-cultural diversity. | 0 | 6 |
| Classroom walls or display cases depict positive self-concepts. | 2 | 4 |
| Pictures of children expresses positive self-concepts. | 1 | 5 |
| Books, magazines, toys reflect cultural diversity. | 1 | 5 |
| Teacher praise to children to build competencies. | 2 | 4 |
| Lesson plans reflect activities that reflect multicultural diversity throughout the curriculum. | 0 | 6 |
| Teacher knowledgeable of multicultural literature. | 0 | 10 |

*= Includes after-school program
N=10

Table 3 summarizes the results of the Classroom Checklist (see Appendix F). During classroom observations, it was noted that most classrooms did not reflect cultural diversity. This was generally observed throughout the community center (i.e. bulletin boards, toys, books, magazines etc.).

Additionally, teachers were noted to use very little praise that would enhance a child's perception of self and build necessary competencies and positive self-concepts. Lesson plans were missing activities that were ethnically and culturally diverse. In fact, an observation of the school's curricula revealed that other ethnic groups (German Americans, Asian Americans, Italian Americans, etc.) were under represented as were women. Finally, teachers did not read books or magazines that would enhance their knowledge of ethnic diverse issues.

Both teachers and parents were given the Afrikan and Afrikan American Diagnostic Survey to measure their general knowledge of Afrikan and Afrikan American culture (see Table 4) on the next page.

Results of Afrikan and Afrikan American Diagnostic Inventory.

| | Percent Correct (out of 100) |
|---|---|
| Teachers (average score)= | 45 |
| Parents (average score)= | 35 |

N=39

In short, teachers and parents performed poorly on the Afrikan and Afrikan American Diagnostic Inventory. The test was designed to measure one's knowledge of Afrikan and Afrikan American culture. However, teachers performed slightly better than parents overall, scoring 10 percentage points higher. It is clear that both parents and teachers are quite deficient in their knowledge of Akrikan American culture.

The children in the pre-school and after school programs were given the Children's Self Concept Inventory.

The results are provided in Table 5.

Table 5

Results of the Children's Self Concept Scale

| | YES | NO |
|---|---|---|
| I am happy | 20 | 10 |
| I am good | 14 | 16 |
| I am beautiful | 10 | 20 |

| | | |
|---|---|---|
| I am dumb | 9 | 21 |
| I am a loser | 8 | 22 |
| I am a good person | 17 | 13 |
| I am bad | 20 | 10 |
| Black is beautiful | 13 | 17 |
| I am smart | 19 | 11 |
| I'm a slow learner | 15 | 15 |
| I am a failure | 18 | 12 |
| I am a lovable person | 21 | 9 |
| My teacher is proud of me | 3 | 27 |
| My parents think I am a worthy person | 19 | 11 |
| I am a clumsy person | 2 | 28 |
| My friends think I am cool | 18 | 12 |

N=30

---

Table 5 summarizes the results of the children in the pre-school and after school programs. Overall, most of the children demonstrated negative self-concepts in their responses. More children thought they were "bad," "clumsy," or "slow." More children responded negatively to "black is beautiful," and others believed they were "failures." Clearly, the children's overall perception of themselves were not favorable to maximizing their potential.

## Causative Analysis

There are many factors that have been identified as causative factors and contribute to the problem. First, parents and teachers lack knowledge of child development, which make teaching and rearing children almost ineffective in regards to helping children maximize their potential. Second, parents and teachers do not have an established

working relationship that is goal-oriented. That is, although they maintain contact with one another, they do not share common goals that will build efficacies, competencies, and positive self-concepts. Third, teachers' classrooms or lesson plans do not reflect ethnic diversity and they are not observed speaking to children in a manner that teaches self-respect. Fourth, neither teachers nor parents attend workshops that will enhance their knowledge of teaching and rearing children. It is absolutely compulsory that teachers and parents be made aware of child development issues. For teachers, the importance of understanding developmentally appropriate practice, cannot be over stated if children are to be provided with activities that will build competencies. That is, knowledge of the biological, cognitive, social-emotional, physical, and psychological development of children are necessary pre-requisites to early childhood education. Fifth, no systematic communication network exists that will help parents of children "at-risk," identify community resources. Lastly, children overall have negative self-concepts that hinders their potential to succeed in school.

## Relationship of the Problem to the Literature

A number of researchers have addressed the issues of the lack of parenting skills because of a number of

sociological, geographical, and psychological factors. Henry (1981) for example indicates that today's young couples have become a "family of procreation," rather than a "family of orientation" like the former generation. He believes that grandparents have become less involved with child rearing and that the cultural transmission of those "grandparenting skills" is greatly reduced.

The issues of single parenting and the effects of divorce on children are raised by some researchers (see for example Drake and Shellenberger, 1981; and Hall and Nelson, 1981). They estimate that one of every three marriages end in divorce.

Because of the lack of communication among parents and teachers, many parents are not aware of the resources available in their own neighborhood. In fact, many parents often lack the necessary funds or non-materialistic means to obtain the resources needed. Lareau (1986) in his study found that lower income parents, as opposed to middle class parents often lack the necessary resources (material and non-
material), to effectively apply to their child's education. McPherson (1972) found that communication between teachers and parents can become problematic, if expectations are perceived differently between them. She writes:

> Faulty communication is a common explanation for the failure of the teacher and the parent (or for people playing any roles that hold contrasting expectations to

> understand one another...It is certainly true that there [is] a communication gap between teachers and parents (p. 149-150).

In her ethnographic study of a small town school district, Lightfoot (1978) found that serious cultural differences exist between the home and school, and that children are often "targeted," as being unable to meet the school's curricula.

Amato (1980) found social class bias of school personnel hindered student performance among blacks.

Other researchers found that lower class parents are less sophisticated or equipped to actively participate in mainstream activities (Epstein and Becker, 1982).

Rich (1986) in her study cited a number of problems of why parents lack adequate parenting skills. She found that a number of women work outside the home; about 50 percent of all children will have lived in a single parent household by the year 2000; because they work, these parents are unable to attend school events. However, because today's parents are more sophisticated, they want to become more involved in their child's education.

According to Haley and Berry (1988) the burden of single parenting can at times be overwhelming. They state:

> Changing family structures have affected the impact parents can have on their children's education. The support role traditionally played by the family -supervising homework; monitoring progress; arranging family life so that the children are prepared for school (sufficient sleep, proper meals etc.); assuring school attendance; maintaining communications with the

> school; and participating in school activities - is now assumed by one person rather than two (p. 5).

These and similar issues make it very difficult for working parents to become fully involved in their child's education.

The severe problem of teenage pregnancy and its frequent adverse affects (i.e. low birthrate, higher infant mortality, increased probability of divorce etc.) were identified by Mitchell and Casto (1988).

Polirstok (1989) found that the parent-teacher partnership is severly hampered by the "effects of poverty, the current drug epidemic, and the 'loss of faith'" in the schools (p.1). She believes that because of these sociological problems, parents and teachers must renew their commitment to work together and maximize the child's educational experiences.

Psychiatrist and scholar Alvin Poussaint, in a timely article found in his research that academic failure, teenage pregnancy, chronic unemployment, alcoholism, drug abuse, and and crime were major causes of the lack of accomplishment among blacks in mainstream America (Poussaint, 1983).

The lack of knowledge of Afrikan and Afrikan American history hinders Afrikan American teachers from building positive self concepts in black children (Shareef, 1986). He found that several children would often refer to one another negatively (racial slurs) and make derogatory comments about skin color and hair texture.

Woodson (1990) found that Afrikan Americans held a

negative attitude towards one another because the general education system did not adequately represent Afrikan and Afrikan American accomplishments in the general curricula. This "mis-education" process left many blacks feeling alienated and confused over their identity. Woodson writes:

> The 'educated negroes' have an attitude of contempt toward their own people because in their own as well as in their mixed schools negroes are taught to admire the Hebrew, the Greek, the Latin and the Teuton and to despise the African (p.1).

Unfortunately, more than forty years later many Afrikan Americans feel the same attitude and resentment for one another according to an ABC News program entitled, "Black in White America," (1989).

# CHAPTER III

# ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

## Goals and Expectations

The goal of the practicum was that children would understand themselves and others as unique, with worth and dignity. Teachers and parents would develop a partnership and work collaboratively for young children.

Specific objectives included training in child development (i.e. physical, psychological, biological, social-emotional and cognitive development), early childhood education (i.e. age appropriate activities for developmentally practice), methods of the collaboration process, and counseling (i.e. building self concepts). The writer expected that this process would allow parents and teachers to work cooperatively towards building necessary competencies for their children.

At the end of the eight month implementation period, it was expected that the teachers will be in full compliance of the implementation process of developing efficacies, competencies, and positive self-concepts in children from birth to eight. This was the expected outcome of this practicum.

## Behavioral Objectives

The following objectives were projected for

this practicum.

Objective 1: During the eight month implementation, after having been trained, 8 parents and 25 teachers will demonstrate knowledge of Afrikan and Afrikan American history and will infuse it into their curricula.

Obejective 2: During the eight month implementation, teachers and parents will establish improved lines of communication. Teachers and parents will make contact (i.e. phone) once a week.

Objective 3: During the eight month implementation, 25 out of 30 children of the pre-school and after-school programs, will understand themselves and others as unique, with worth and dignity.

## Measurement of Objectives

Objective one was measured by the Afrikan and Afrikan American Diagnostic Inventory that was designed by the writer (see Appendix A). This inventory was designed to measure one's knowledge of Afrikan and Afrikan American history and culture. The writer believed that if teachers and parents lacked knowledge of their own history and culture, it would be virtually impossible to teach others. The inventory consists of three sections. Section one - the respondent answers true of false. Section two - the respondent is asked to "match" items. Section three - the respondent chooses one out of four responses to a question. There are a total of 20 questions and each test item is

worth 5 points, with a total of 100 points maximum. A score of 15 out of 20 (or a total of 75 points) was the accepted standard of achievement.

Objective two was be measured by the Family Contact Form (see Appendix B). This form was designed as a means to keep track of the frequency of contact between the teachers and parents. The Family Contact Form consisted of the name of the child, the child's teacher, the child's class, the reason for contact, and if the problem(s) were resolved. The Form was designed so that it would take no more than five to ten minutes to complete. Depending upon the nature of the problem, the parent could request a conference. If that was the case, the teacher could simply circle a "yes," or "no." Teachers were expected to make contact with the child's family once a week.

Additionally, to measure the quality of contact between teachers and parents, a Family Contact Rating Scale was developed by the writer (see Appendix C). The Family Contact Rating Scale is a Likert-type rating scale and the respondent is asked to rate each item. The ratings ranged from 1-5, a "1" means "unacceptable," a "2" means "poor," a "3," means "fair," a "4," means "good," and a "5," means excellent. It was believed by the writer that not only was family contact important, but that the quality of the contact between teachers and parents would strengthen their relationship.

Objective three was measured by Children's Self Concept Scale (see Appendix D). This scale was also

developed by the writer. This scale is a closed-ended scale and the respondent was simply directed to circle a "yes," or "no," to 16 items. An example of some of the items are "I am beautiful," "I am dumb," "I am smart," etc. This scale was designed primarily for preschoolers who had the ability to understand language. In this practicum, it was used with children from four to eight years of age.

The Monthly Classroom Evaluation Checklist is a Likert-type rating scale that was designed by the writer (see Appendix E). This scale measured the quality of teacher-student interactions (i.e. does the teacher provide tasks that are developmentally appropriate; does the teacher provide positive statements to the child to build self-concepts; and does the teacher make comments to build competencies. Each item is rated from 1-5). A "1," means "unacceptable," a "2," means "poor," a "3," means "fair," a "4," means "good," a and a "5," means "excellent." There are thirteen items on the checklist, and a "3," or better was the accepted standard of achievement.

The Classroom Checklist is a closed-ended instrument that was utilized to measure if classroom bulletin boards, lesson plans, children's books, toys, or magazines reflect cultural diversity (see Appendix F). The writer conducted monthly classroom observations and simply checked a "yes," or "no," to 8 items. The classroom was to meet 8 out

of 9 (or "yes" items) on the checklist which was the accepted standard of achievement.

The Workshop Evaluation Rating Scale is a Likert-type rating scale that was developed by the writer (see Appendix G). The purpose of this scale is to give the writer feedback about the quality of each workshop presented. The scale is rated from 1-5. A "5," means "excellent," a "4," means "good," a "3," means "fair," a "2," means "poor," and a "1," means "unacceptable." A "3," or better rating will be the accepted standard of achievement.

The Teacher Evaluation Rating Scale is also a Likert-type rating scale with the very same scaling characteristics that have been previously mentioned (see Appendix H). The purpose of this scale was to determine whether teachers were providing developmentally appropriate activities for their children. A "3," or better was be the accepted standard of achievement.

Finally, the Attendance Form was used to keep track of parent and teacher involvement (see Appendix I). Parents and teachers were expected to attend all scheduled workshops and group meetings, unless there are extenuating circumstances that would interfere with their being able to participate. They are required to attend 30 out of 32 scheduled meetings and this was the accept standard of achievement.

## CHAPTER IV

## SOLUTION STRATEGY

### Discussion and Evaluation of Possible Solutions

Teachers and parents are currently not working harmoniously to build competencies and positive self-concepts in young children. In addition, teachers lack skills, knowledge, and methodologies to work effectively with young children. That is, parents and teachers lack knowledge of child growth and development. The literature provides possible solutions for overcoming the paucity of training and skill level that will greatly enhance one's understanding of how to maximize a child's potential.

Chrispeels and her colleagues (1988) dramatically increased parental involvement by creating a parent guide to help parents understand child development. The focus of her program was to improve communication between parents and teachers. The parent teacher guide covered a wide range of topics to help parents and teachers maximize children's efficacies. The guide's topics were the following:

(1) partnership pledges
(2) school newsletters
(3) school handbooks
(4) parent surveys and interviews
(5) using the telephone
(6) special meetings
(7) home visits
(8) communicating with volunteers

The purpose of the study therefore was to allow parents and

teachers the opportunity to build a collaborative network so that children will become more successful in school.

Lindle (1990) in her article suggested that school administrators should develop specific strategies to help teachers build effective partnerships with parents. She writes:

> As educators, we must promote in parents the belief that their involvement is absolutely essential to the educational success of their child. We must create an atmosphere of mutual respect. Parents must never be allowed to think we don't listen to them or consider their opinions when it comes to educating their children (p.24).

It is crucial for Lindle that teachers make frequent contact with their child's teacher - even though no real problem exists. She concludes, "all communications from school to home need to be designed to stimulate parental opinions, suggestions, and constructive criticisms about all aspects of their child's education" (p.24).

Teachers often complain about parents who are "too busy," and seemingly not interested in their child's education. To help teachers develop strategies on how to involve these "difficult" parents, Canady and Seyfarth (1980) provide a few suggestions. They recommend that parents initiate phone contact praising the child for his or her achievements; inviting parents to have lunch with the children; project the image of helper rather than judge; and to offer a class on child development by a counselor or psychologist who can help parents "understand and change

the dynamics of their relationships with their children" (p. 48).

Tomlinson (1987) developed a series of workshops and a volunteer program for parents to increase their involvement in the learning activities of their children. As a result of parental involvement in the Parent Teacher Association (PTA); Parent-Teacher conferences; Homework monitoring; and increased volunteering she found that there was an increase in children's academic achievement. Moreover she found:

> Parent participation in the learning activities of the school improved self concept of parents and children, improve school-community relations and better work habits...When parents become actively involved and work with teachers, students become successful. Students need lots of motivation that teachers alone cannot provide (p. 90).

This impressive project was indeed rewarding in so far as collaboration between the teachers, parents and children were concerned, because everyone was able to benefit.

Being a "good parent" is often assumed by many to mean that anyone is able to rear a child without experience or practice in child development. This is often a wrong assumption. Grimley and Robinson (1986) to help parents develop a greater understanding of child issues, created the Growing Child Model, a monthly newsletter that provides "parents with a coherent and practical understanding of how children change from birth through six years of age" (p. 81). The authors developed articles in their newsletter

from various experts in the field of child development (i.e. child psychologists, pediatricians, special education teachers, speech and language specialists, and family therapists). The newsletter provides a mulitcultural framework for culturally different parents. The Growing Child Model, was developed from Honig's "Parents' Bill of Rights" that was introduced in 1980, which provides the following assumptions:

1. Parents need knowledge about how children develop.
2. Parents need observation skills.
3. Parents need alternative strategies for problem prevention and discipline.
4. Parents need to learn how to use their home for learning experiences.
5. Parents need language tools.
6. Parents need to feel that they are teachers, the first and most important early teachers of their children (p. 84-85).

The authors caution readers about the model's limitations. They suggest that parents possess an adequate reading ability. Therefore, parents who are "educationally-disadvantaged" may have difficulty understanding some of the material. In these cases, they may wish to seek alternative programs. The authors conducted an informal survey to determine the newsletter's "usefulness." They concluded that since there was a significant increase in parent readers (from 18,020 in 1975, to 66,970 in 1984), it appeared as if the program

was "meeting effectively some basic educational needs of the parents" (p.86).

To address the question of how parents and teachers could become involved in a meaningful relationship that would enhance student achievement, Rich (1986) developed a practical model for pa ents of children in compensatory programs. She believes that the parent is an essential agent in the child's educational experience. She uses the strategy "parent-as-tutor" approach where parents become fully involved in the child's education. She writes:

> The HSI [Home and School Institute] system provides parents with techniques to foster children's learning. In fact, parents who already know the value of formal education may be using these on their own. The key to the HSI system is to motivate <u>all</u> parents to get involved in the education of their own children...These are activities that do not duplicate the work of the school. The activities are not keyed to tomorrow morning's test, but to the basic attitudes and skills children need to do well in school and out (p. v-53).

For teachers, their new role become that of community-coaches, "corralling and connecting the other people outside the classroom who have so much impact on what children do inside the classroom" (p. v-53). Rich believes that if educators expect children to maximize their potential, then entire communities must become involved in the child's verall educational plan. The HSI is built on the "non-deficient" approach o families. As explained by Rich

> The key is to use qualities and innate capacities that irtually all parents have. A parent's capacity

> for caring, concern and love for their children is already in place. The non-deficient approach builds on these and on the capacities parents have for self-help (p. v-54).

In short, the HSI trains teachers to work collaboratively with parents because of their qualities to make a difference in their child's education.

What strategies and techniques best serve parents of economically and educationally-disadvantaged children were questions addressed by McLaughlin and Shields (1986). Their review of the literature revealed that there were only two strategies of involving parents in the education of their education of their children. The first strategy was of an advisory capacity (i.e. parental involvement through school councils at the district level); the other was collaborative (i.e. school-based or home-based methods). The researchers wanted to determine what strategies worked best. They found that school-based strategies have a limited value, especially for low income families because administrators' attitudes towards the value of parental involvement were antithetical to the overall goals of the community. Contrastly, home-based models (i.e. parent tutoring) were found to yield positive results. For example, they write:

> Involvement of parents as home-based tutors, in contrast, appears to provide multiple and direct benefits for low-income parents, youngsters and teachers. Parents who have taken on a tutoring role, report that they understand more about the school - its programs, goals and expectations -- that they feel more comfortable approaching their child's teacher, and that their parenting role has been enhanced (p.v-34).

The authors believe that educators need to move away from "descriptive" type of programs that superficially involve parental input into their child's educational experiences. That is, they believe that this kind of approach is merely a cosmetic strategy of parental involvement. They suggest that "credible, specific information about the value of parent involvement, detailed and believable descriptions of successful activities" would increase the quality of the parent-teacher connection.

To help educators of young children develop and appreciate Afrikan culture and history, Shareef (1989) developed a teacher training program that would increase children's self-concepts. The researcher developed a curriculum guide that was developmentally appropriate for Afrikan studies (i.e. art, music, geography, language, etc.), inservice teacher training sessions, and pre-test post-test inventory to measure who well the children were able to learn. He found that as a result of the implementation, children demonstrated "appreciable gains" in their knowledge of Afrika. Additionally, he concluded that,

1. Children can develop an appreciation of themselves others when exposed to positive information about self and others;
2. Attitudes can be affected positively by learning materials;
3. Teachers and children can learn joyfully by manipulating interesting learning materials;
4. Cultural materials can be easily incorporated into the early childhood environment; [and]
5. Modern media influence has changed the image of

> Africans from 'savages' to 'starving people.' The result is the same--Africans are seen as inferior beings (p. 69).

Shareef affirms that the image of Afrikan and Afrikan Americans must be changed positively if children are to develop and maintain positive self-concepts. Therefore, by incorporating Afrikan culture into the curriculum early, this will provide black children with the necessary requisites to build self-esteem.

To help Afrikan American males develop positive self concepts and greater socialization skills, Oliver (1989) proposes a model based on the Afrikan-centered approach. He regards the Afrikan centered approach as useful in helping black males overcome an "identity" crisis because they have been under represented throughout American history. He writes:

> An Afrocentric cultural ideology would encourage Black Americans to transcend cultural crisis and confusion by reclaiming traditional African values that emphasize 'mankind's oneness with nature,' 'spirituality,' and 'collectivism.' The Afrocentric view is not anti-White. Rather, its primary objective is to facilitate 'a critical reconstruction that dares to restore missing and hidden parts of our [Black peoples'] self-formation and pose the African experience as a significant paradigm for human liberation and a higher level of human life (p.24).

Central to the theme of Oliver's model is the focus of the family. The Afrocentric socialization process places the family as the primary agents in promoting "love of self," awareness of their traditional African cultural heritage, and personal commitment to the economic political

development of African Americans" (p. 26). Additionally, the principles of Nguzo Saba is central to the building of needed capabilities to espouse socializtion skills in black children. The Nguzo Saba, developed by Maulana Karenga in 1977, are seven African principles that guide in promoting family and community relationships. They are briefly described below:

1. Umoja (unity) - To strive for and maintain unity in family, community, nation, and race.

2. Kujichagulia (self-determination) - To define for ourselves, create for ourselves, and speak for ourselves instead of being defined, named for, and spoken for by others.

3. Ujima (Collective work and responsibility) - To build and maintain our community together and make our sisters' and brothers' problems our problems and to solve them together.

4. Ujamma (Cooperative economics) - To build and maintain our own stores, shops, and other businesses and to profit from them together.

5. Nia (Purpose) - To make our collective vocation the building and developing of our community in order to restore our people to their traditional greatness.

6. Kuumba (Creativity) - To do always as much as we can, in the way we can, in order to leave our community more beautiful and beneficial than we inherited it.

7. Imani (Faith) - To believe with all our hearts in our people, our parents, our leaders, and the righteousness and victory of our struggle (p.27-32).

Thus, the principles of Nguzo Saba, attempts to bridge traditional community networks (i.e. the school, the church, the media etc.), to build positive self-concepts in

young people. The overall purpose is to promote harmony among all ethnic groups.

The Intergrative Approach to parent training is a counseling model designed to help parents become effective communicators, behavior managers, and develop better attitudes towards their children (Carlson and Russell, (1982). According to the authors, the major emphasis in this model is the "use of homework, requiring parents to examine their beliefs, their child's behavior, and to try new behaviors themselves" (p.398). The parent group is facilitated by a counselor, who guides in the understanding of children's behavioral difficulties. This model considers "behavioral, affective, cognitive, and interpersonal responses of the parent to the child's misbehavior" (p.401).

In addressing the needs of parents of handicapped children, Hurwitz and Polirstok (1985) designed a parent-teacher training model to enhance their children's future school success. They identified three training models, "each requiring differing types of prent-professional involvement" (p. 312). The three models are briefy described as follows:

> The parent-as-teacher model has been implemented with parents whose handicapped children have diverse needs and displays a variety of handicapping conditions (i.e., learning disabilities, multiple handicaps, emotional handicaps, autism, and severe mental retardation...parents are trained by professionals in individual and small group settings, to use behavior management techniques and to assist their children in learning and maintaining self-care skills, communication skills, and academic skills.

> The mixed model incorporates elements of the parent-as-teacher-model, provides parents with referrals, [and] provides information about community services and resources.
>
> The last approach to parent training is the parent-as-trainer model in which parents are used to train other parents (p. 312-314).

The authors conducted a comparative analysis of the three models to determine their effectiveness. They concluded that the parent-as-trainer model was the most "cost-effective," but all three models needed more long-term research to validate their effectiveness.

To increase parental involvement in their child's education, Dale (1990) developed a series of training sessions for parents at school and in their homes. This training model also included children, who were instrumental in encouraging their parents to attend meetings at school. She concluded that the children were also responsible for the increase in adults who attended the meetings.

Schafer (1984) developed an impressive parent training model for parents of developmentally delayed/handicapped children from birth to three. The ongoing evaluation of the interventions between parent and trainer was intensive and effective. She makes the following recommendations for the success of the program:

1. Use highly trained child-focused professionals as direct parent instructors.
2. Give parents multiple and continous opportunities for instruction, e.g. in the home, at a training center, through reading materials.

3. Allow parents access to a variety of professional staff on a regular basis, including those trained to be parent-focused, e.g. social work.
4. Involve parents in the assessment and planning processes for their child.
5. Parent/child progress with the family at least quarterly [and]
6. Emphasize flexible entry and exit from the program based on parents' needs (p. 33).

Parents of handicapped children are often neglected in special education as viable partners in the academic success of their children. Roth and Weller (1985) present four education/counseling models for parents of Learning Disabled children. They believe that if teachers are familiar with the available counseling training models, they could immensely help parents deal effectively with their handicapped child. The models introduced are the therapeutic," which "is usually implemented by a counselor, psychologist, or psychiatrist and offers parents intensive therapy" (p. 488). The "formative," model provides parents with information about the "nature of learning disabilities, the underlying causes of the child's learning problems, and the reasons why the child may experience difficulties coping with his environment" (p.490). The "management" model emphasizes "the principles of behavior modification and child management. These models provide parents with an understanding of basic human behavior theory, train parents in the use of positive reinforcement and punishment, and help parents utilize techniques of contingency contracting." (p. 492). The "final hints" model provides parents with

helpful suggestions "that can be used to solve a particular problem" (p. 493).

Baker (1986) in his review of the literature wanted to know what particular parent training models were more effective than others (e.g. intensive in-home training, a combination of group sessions and intensive training, and short-term group training etc.). There were three models, each emphasized various conceptual theories, population served, and the mission of the agency. Additionally, he wanted to determine what criteria would be helpful in selecting a model that would most benefit the parents of handicapped children. He found that enrollment, completion, participation, proficiency, maintenance, and placement were instrumental in the selection of a particular model chosen by parents.

To assist parents understand the procedures of the special education process, Hallau and Abrams (1986) developed an instructional packet on Public Law 94-142. This packet in the writer's opinion, is a very good idea because many parents of handicapped children are often overwhelmed by the nature of the process.

Brinckerhoff and Vincent (1986) not only were interested in parents "playing an inactive" role in the teacher-parent partnership, but wanted to increase parents' decision-making power in their child's Individualized Education Program (IEP). Fourteen parents were chosen to

take part in this experiment designed to determine if parents who received a pre-conference hearing with a school liaison person as opposed to the control group of parents who did not have a liaison person available. As a result of the pre-hearing with the liaison person, parents in the control experimental group made significant contributions, generated greater goals and made critical decisions in their child's IEP, than did the controls. The researchers concluded that when parents and school personnel work collaboratively, there was an increase in parental participation. This is significant for the writer since many parents of handicapped children often resist the IEP meeting.

Helping parents make the transition for their children from early intervention programs to special education pre-school programs, otherwise known as the "Transition Model," was developed by Spiegel-McGill and her colleagues (1990). This model's focus was to make parents of handicapped children become strong advocates for their youngsters. This model provides a series of in-service training sessions on early childhood special education and how parents can become informed "consumers" of information of the special education process. The researchers found,

> For those who participated, the workshops and individualized transition assistance at home provided parents with skills, knowledge, and confidence needed to effectively facilitate transition from one setting

> to the next. Parents reported that the training prepared them for their child's transition by teaching them what to expect and what to do at a committee on special education meeting, what to expect for their child in a preschool program (both practically and legally), and how to advocate for their child as the needs arises (p. 76).

Hale-Benson (1986) in her interesting model entitled, "Visions for Children," was designed to "facilitate intellectual development, boost academic achievement, and enhance the self-concepts of African American preschool children" (p. 3). This model is a highly didactic model in which teachers provide a wide range of educational experiences for children to boost their knowledge of African culture. Hale-Benson writes:

> The children learn about Africa and their rich cultural heritage; they learn about Afro-American and African arts and crafts; they listen to folktales and stories written by Afro-American writers; they listen to music and learn about musicians that emerge from Black culture; they learn about heroes in Black history such as Martin Luther King, Jr. (p. 1).

She concluded that children who participated in the "Visions" program were able to develop positive self concepts than those children who only attended "high quality child care centers, based on the results of her longitudinal study.

The National Association for the Education of Young Children (1986) in addressing the importance of the parent-teacher connection, believes it should be a "partnership... communicating regularly to build mutual understanding [and] greater consistency for children" (p.60).

Additionally, the literature provided many suggestions and recommendations regarding effective parent teacher partnerships, which would in turn build positive self concepts in children. Wilson (1987) advises parents about their role in helping children develop positive self concepts and competencies. He writes: "But you must provide him with the materials and opportunities which will aid his positive growth toward full manhood and mastery" (p. 187). He affirms that the toll and burden placed on the economy because of the overwhelming number of people on welfare, incarcerated, or unemployed is troublesome and could be reversed if enough parents took the initiative to build strong socialization skills in their children.

Kunjufu (1984) thinks that self-esteem and building positive self-images are congruent for later adult development. He writes:

> Self-esteem is to possess a favorable opinion of oneself, while image is defined as a likeness symbol, mental picture or the reliving of a sensation in the absence of the original stimulus. The objectives...are to better understand self-esteem, its relationship to performance, and the sources, institutions, and images which affect it...the individual's understanding of the expectations of the society and his peers, and the kinds of behavior which the individual selects as a style of life. People discover who they are and what they are from the ways in which they have been treated by those who surround them in the process of growing up (p. 15)

Kunjufu asserts that children are largely the result of

their peers, family, community, and the larger society. If the child receives negative feedback from significant others, this will have an adverse affect on his or her perception of self.

Bienvenu (1971) recognizes the importance of self-concept. He declares the following:

> A person's self concept is who he is. It is the center of his universe, his frame of reference, his personal reality, his special vantage point. It is a screen through which he sees, hears, evaluates, and understands everything else. It is his own filter on the world around him (p. 1).

Contrastly, a person with a poor or weak self concept, according to Bienvenu is one who, "may have difficulty in conversing with others, admitting that he is wrong, expressing his feelings accepting constructive criticism from others, or voicing ideas different from those of other people" (p. 1).

The writer believes that all the solutions can be implemented in his workplace. It is most feasible to try these solutions within the context of the community center because of the available resources and accessibility for most parents during the eight month practicum.

## Description and Justification for Solution Selected

The solution strategies selected involved a series of in-service training seminars, counseling sessions, teacher and parent modeling, and consultation. Thirty students

from the preschool and after school programs were selected for the sole purpose of building self-concepts.

The practicum consisted of four major components. The first component involved the administrative team; the second involved the teachers; the third involved the parents; and the fourth involved the children.

The administrative team (policy makers) was an important component because they are important stakeholders and decision-makers regarding program development. It was very critical to gain their support and establish clear communication channels regarding roles, leadership, and responsibilities during the eight month practicum.

The teachers (delivery system) were the primary agents in delivering and utilizing new knowledge and skills to their students, while building partnerships with parents.

The parents (facilitators) were to develop new skills in effective parenting and child rearing practices. Their primary responsibility was to work with their child's teacher and recognize age-appropriate behaviors.

The children (receptors) were a necessary component because they would be the benefactors of the newly acquired skills and knowledge acquired by heir teachers and parents.

This practicum was founded upon four structural components. They are as follows: (1) The Awareness Stage - The aim was to make parents and teachers cognizant of the current issues that impact children generally and African

American children specifically (i.e. age appropriate behaviors, typical and atypical issues in development; (2) The Educative Stage - The purpose was to provide parents and teachers with knowledge of African history and culture, multicultural education, the collaboration process, and issues regarding special needs children; (3) The Counseling Stage - The purpose was to afford parents and teachers a chance to discuss their feelings and thoughts regarding issues relative to parenting, poverty, community resources, and preventive strategies that would enhance the lives of young children; and (4) The Implementation Stage - The purpose was to help participants utilize and expand knowledge gained and make application to everyday situations at home and at school. These solutions were selected from the literature.

## Report of Action Taken

The solution implementation strategy for this practicum began in April, 1992 after receiving approval to begin the the implementation process.

Once this approval was obtained, the director of program development, the supervisor of the afterschool program, and the supervisor of early childhood were consulted. Supplies and other materials were gathered and the writer made all necessary plans to begin. This included securing room space

for the training and counseling sessions; TV monitor and VHS; and audio visual equipment. Twenty-nine parents and ten teachers were contacted and an initial meeting was held to discuss the purpose of the project and to build rapport. Additionally, the writer met with 30 children from both programs to develop rapport and discuss the project and answer as many questions as was needed.

The writer then made all the necessary preparations to provide three weekly in-service training sessions per month for 29 parents and 10 teachers in child development, effective parenting skills, building positive self concepts (early childhood education), and multicultural education. Each workshop lasted for two hours. Once a month for an hour, parents and teachers met to discuss the month's seminars and share concerns and offer feedback to one another. This group was be facilitated by the writer. Classrooms were evaluated once a month, lesson plans were checked weekly, and teachers were observed monthly. Children in the preschool and afterschool program were also evaluated before and after the practicum.

The first step in the solution process began with an

initial meeting of teachers, parents, supervisors of the early childhood and after school programs, and the director of programming. This meeting gave everyone involved an overview of the practicum and its objectives. Importance of attendance was emphasized and parents were encouraged to take an active role in their child's education.

The second step of the solution process was to increase parent and teacher knowledge of child growth from the embryonic period to birth. Parents and teachers were given an overview of the birth process to develop an understanding of normal prenatal development and factors that negatively impact upon development (i.e. maternal stress, smoking, drug and alcohol abuse, the Rh factor, and poor nutrition). The Prenatal Period. (see Dore et. al., 1987; Flynn, 1987; and Cannady, 1990).

The third step of the solution strategy involved training to facilitate the understanding of various survival reflexes that are present at birth (i.e. sucking, rooting, crying, etc.) Fischer and Lazerson (1984).

The fourth step of the solution process involved counseling to discuss the previous workshops in an open forum format. Teachers and parents learned skills in communication development regarding the child's overall developmental

milestones during the first year of life and share concerns.

The fifth step of the solution strategy involved training of how infants learn and interact with their environment through the senses (sensori-motor development) through age two (Davidoff, 1987). The Sensorimotor Period.

The sixth step of the solution process involved training to facilitate the understanding of Piaget's theory of cognitive developmental stages (sensorimotor, preoperational, concrete operations and formal operations). The importance of understanding qualitative changes in children's thinking was stressed (Yourgrau, 1989).

The seventh step of the solution strategy involved training parents and teachers with knowledge of language development and how children learn to use language skills primarily through the socialization process. Additionally, that language is acquired through the mediums of abstraction, reinforcement and observational learning (see Wilson, 1987; and Eberhardt, 1977).

The eighth step of the solution strategy involved a counseling session to develop understanding of the quality

of communication between teachers and parents and utilize new knowledge gained with their youngster(s).

The ninth step of the solution strategy involved methods of how to toilet train youngsters. Myths and facts were discussed regarding this delicate and sensitive period of development from various psychological perspectives (i.e. psychoanalytical, behavioral, and social learning). Toilet Training. (see O'Karma et. al., 1990).

The tenth step of the solution strategy involved training to understand how personality is developed. Parents and teachers were taught how nature and nurture concomitantly work to form the child's personality which is described as a unique pattern of behaviors (Fischer and Lazerson, 1984; Wilson, 1987; and White, 1985).

The eleventh step of the solution strategy was a training session to help parents and teachers understand play and its implications in cognitive, social-emotional, and physical development. Strategies were given to participants on methods of structuring the environment to maximize the young child's ability (Rogers, 1988).

The twelfth step of the solution strategy involved a counseling session to give participants the opportunity to share and discuss concerns and feelings about the impact of

their new knowledge and skills in the classroom and home environment.

The thirteenth step of the solution process involved class room observations and teacher evaluations. Each classroom was visited to determine whether developmentally appropriate activities were being implemented. Each observation took about 45 minutes over a three week period (the process included checking lesson plans, bulletin boards, and developmental checklists).

The fourteenth step of the solution strategy involved a counseling session to discuss issues relative to the special education process (i.e. due process, early intervention, IEP, and evaluation process) according to PL 99-457 Part H, and PL 99-142 (Mental Health Law Project, 1990).

The fifteenth step of the solution process involved a training session to help parents and teachers develop a basic understanding of the collaboration process and how to engage these procedures harmoniously. The session explored the developmental stages of the collaboration process, (i.e. formation, conceptualization, development, and implementation). See for example Kunjufu (1984) and Kagan (1991).

The sixteenth step of the solution strategy was a training session to provide parents and teachers with information that facilitated their understanding of communication in the collaboration process (Beinvenu, 1971). The five components of effective communication were discussed (i.e listening, self-disclosure, trust, coping with feelings of anger and self-revelation).

The seventeenth step of the solution strategy involved a training session that provided parents and teachers with information regarding how to build effective partnerships, through the colloborative process. A paradigm of the collaborative process between teachers and parents was presented (i.e. partnership, responsibility, support, and decision-making) PA Department of Education (1991) and Kagan (1991).

The eighteenth step of the solution strategy involved a counseling session that allowed parents and teachers an opportunity to reflect over previous mentioned activities and share concerns and feelings about the collaborative process.

The nineteenth step of the solution strategy involved a training session to build positive self-concepts and how to provide classroom and home activities to enhance the child's awareness of self as unique (Gram and Guest, 1977; and Kunjufu, 1984).

The twentieth step of the solution strategy involved a workshop to help parents and teachers understand how past experiences can influence a child's self concept positively or negatively (Bienvenu, 1971).

The twenty-first step of the solution strategy involved a training session to provide parents and teachers with information that facilitated their understanding of how children learn to become aware of their own uniqueness. Participants learned instructional strategies that promote a child's unique characteristics and those of others (Gram and Guest (1977).

The twenty-second step of the solution strategy involved a counseling session that enabled participants to share their thoughts and feelings about previous activities. Specific attention was made regarding communication between teachers and parents.

The twenty-third step of the solution strategy involved a training session to help teachers specifically create strategies in the classroom environment that are free from cultural, ethnic, and gender bias. The elements of a developmentally appropriate curricula that reflects cultural diversity and its relationship to self concepts were emphasized (Kendall, 1983; Swick,

1986; and The National Education for the Education of Young Children (1986).

The twenty-fourth step of the solution strategy involved a training session that provided parents and teachers with knowledge of various ancient African theories of child and family development called the km ebit husia (authoritative teachings), and how these teachings could be used to enhance self concepts (Nobles, Goddard, and Cavil, 1985).

The twenty-fifth step of the solution strategy involved a training session that provided participants with information about how ancient African thinkers viewed the family and children within the social network. The ancient writings of Ptah Hotep, Kagemni, and Ani were explored relative to current theories of child development. Their similarities were contrasted and strategies were developed to help participants build stronger family relationships (Nobles, Goddard, and Cavil, 1985).

The twenty-sixth step of the solution strategy involved a training session that allowed parents and teachers to utilize knowledge of previous activities and how the new knowledge about African theorists could be used to facilitate their work with children and families to build positive self-concepts.

The twenty-seventh step of the solution strategy involved evaluating teachers in their respective classrooms to determine the effectiveness of developmentally-appropriate practice, curriculum development and multi-cultural activities. This was part of the solution to determine the effectiveness of the previous evaluation.

The twenty-eighth step of the solution strategy involved observing and recording children's classroom performance to determine the effects of the Self-Concept Scale. This was necessary to determine the effects since the last observation. Additionally, teachers were given the post-test of the African and African American Diagnostic Survey.

The twenty-ninth step of the solution strategy involved a parent meeting to discuss issues and concerns that have occurred throughout the practicum period. Other facts shared included information about where they could keep current about parenting issues (i.e. Parent Magazine, Child etc.) or child development (i.e. Young Children) were discussed.

The thirtieth step of the solution strategy involved a counseling session for parents and teachers to share and learn how to maintain the collaborative network that was established as a result of the practicum. The developmental stages of the collaborative process was reviewed. Finally, everyone shared their experiences about the practicum and how it contributed to their personal growth.

# CHAPTER V

# RESULTS, DISCUSSION, RECOMMENDATIONS, AND DISSEMINATION

## Results

The problem that existed in this writer's work setting was that teachers and parents did not work as collaborators to build positive self-concepts in young children. This problem existed because parents lacked specific training in effective parenting skills and teachers did not the necessary skills to work effectively with young children.

The solution of the problem was to provide in-service training and counseling sessions to build a partnership and collaboration between parents and teachers that would build skills necessary to enhance positive self-concepts and developmentally appropriate practice in the child care program.

The goals of this practicum were that children would understand themselves as unique, with worth and dignity and that a partnership through collaboration would be developed by teachers and parents. Additionally, parents would gain a better understanding of age-appropriate behaviors and teachers would develop skills necessary to work effectively with young children.

Specific objectives were designed to achieve these goals. The following list includes each objective and the

results related to the objective.

Objective 1: It was projected that during the eight month practicum, after having been trained, 10 teachers and 29 parents will demonstrate knowledge of Afrikan and Afrikan American history and will infuse it into the curriculum. Table 6 gives the pretest and posttest results related to the objective.

Table 6

Pretest and Postest Results of the Afrikan and Afrikan American Diagnostic Survey

| | Number Correct (out of 20) |
|---|---|
| Teachers (Pretest score) | 9 |
| (Posttest score) | 15 |
| Parents (Pretest score) | 6 |
| (Posttest score) | 10 |

N=39

Table 7 gives the results of the Workshop Rating Scale on the next page.

Table 7

Results of the Workshop Rating Scale

| | Scores (out of possible 5) |
|---|---|
| 1. The presenter provided information that was relevant to the area of early childhood | 4 |
| 2. The presenter was well organized | 4 |
| 3. The presenter related well to the group | 5 |
| 4. The presenter was clear and focused during the presentation | 5 |
| 5. Suggestions and helpful ideas were provided | 4 |
| 6. Readings were appropriate to early childhood development/ education | 4 |
| 7. Materials provided by the presenter were carefully selected and well presented | 5 |
| 8. Activities recommended by the presenter were appropriate for classroom instruction | 4 |
| 9. The workshop objectives were clear and stated early | 4 |
| 10. Information presented is helpful to my needs as a teacher of young children | 5 |

Note: 24 workshops were presented and the numbers represent averages of the rating scale for each workshop.

Scale = 1(unacceptable); 2(poor); 3(fair); 4(good); 5(excellent)

Objective 2: It was projected that during the eight month practicum, teachers and parents would establish improved lines of communication. A phone call or parent conference per week was the anticipated expectation. The results are shown on Tables 8 and 9.

Table 8 shows the comparative results of the Family Contact Form.

Table 8

Comparative Results of the Family Contact Form

| | Total No. of Calls |
|---|---|
| Weekly Phone Calls (before implementation) | 15* |
| Weekly Phone Calls (during implementation) | 250 |

* Calls made by teachers only when problems occurred.

The results of The Family Contact Rating Scale are given on the next page.

Table 9

Results of the Family Rating Scale

| | Score (out of possible 5) |
|---|---|
| 1. Parent(s) receptive to the concerns of their child(ren) | 3 |
| 2. Problems discussed were clearly enunciated | 3 |
| 3. Parent(s) seemed genuinely interested in their child's educational experiences | 5 |
| 4. Parent(s) expressed knowledge of their child's limitations in regards to developmental milestones | 3 |
| 5. Information, impressions, and evaluations are promptly shared and openly communicated to parents | 3 |
| 6. The use of "jargon" and other technological terms were avoided to facilitate exchange of information | 4 |
| 7. The expressions of feelings, needs, and priorities were communicated in an open and honest manner | 4 |
| 8. Planning and initiating of the child's activities were mutually agreed upon | 4 |
| 9. Parent(s) expressed willingness to participate in volunteer committees at school | 3 |
| 10. Community services were discussed and information shared in regards to their accessibility | 5 |

Note: 250 contacts were made by teachers to parents and the scores are the averages of the rating scale.

Scale: 1(unacceptable); 2(poor); 3(fair); 4(good); 5(excellent)

Objective 3: It was projected that during the eight month practicum, 25 out of 30 children in the preschool and afterschool programs, would understand themselves and others as unique, with worth and dignity. Tables 10, 11, 12, and 13 show the results of the objective.

Table 10

Comparisons of the Children's Self-Concept Scale

| | Pretest (YES) | Pretest (NO) | Postest (YES) | Postest (NO) |
|---|---|---|---|---|
| I am happy | 20 | 10 | 28 | 2 |
| I am good | 14 | 16 | 23 | 7 |
| I am beautiful | 10 | 20 | 30 | 0 |
| I am dumb | 9 | 21 | 30 | 0 |
| I am a loser | 17 | 13 | 5 | 25 |
| I am a good person | 17 | 13 | 30 | 0 |
| I am bad | 20 | 10 | 23 | 7 |
| Black is beautiful | 13 | 17 | 29 | 1 |
| I am smart | 19 | 11 | 21 | 9 |
| I'm a slow learner | 15 | 15 | 5 | 25 |
| I am a failure | 18 | 12 | 0 | 30 |
| I am a lovable person | 21 | 9 | 28 | 2 |
| My teacher is proud of me | 3 | 27 | 30 | 0 |
| My parents think I'm worthy | 19 | 11 | 28 | 2 |
| I am a clumsy person | 2 | 28 | 25 | 5 |
| My friends think I'm cool | 18 | 12 | 29 | 1 |

N=30

Table 11 shows the results of the Monthly Classroom Evaluation Rating Scale on the next page.

Table 11

Results of the Monthly Classroom Evaluation Rating Scale

| | Score |
|---|---|
| 1. Teacher gives the child tasks which are developmentally appropriate, interesting, and challenging, so that the child can succeed and enjoy the feeling of accomplishment | 4 |
| 2. Teacher provides children with lots of verbal reinforcement and encouragement | 4 |
| 3. Teacher accepts the things the child does, and comments honestly and positively about them | 4 |
| 4.Teacher helps children feel they have worth and that each person is an important member of the group | 5 |
| 5.Teacher solicit's children's suggestions and uses them. She makes them feel and believe that their ideas are worthy and important | 4 |
| 6.Teacher practices active listening skills | 3 |
| 7. Teacher demonstrates respect and consideration of each child | 4 |
| 8. Teacher demonstrates patience, judging the child's actions slowly and prudently | 3 |
| 9. Teacher provides the children with various opportunities to make choices and decisions | 4 |
| 10.Teacher demonstrate acceptance of each child | 5 |

11.Teacher demonstrates confidence
in the child's ability.....4

12.Teacher demonstrates child's
contributions and assets.....4

13.Teacher recognizes efficacies
and improvements in children.....3

Note: Scores given are averages of eight total observations conducted at the end of each month.

Scale= 1(unacceptable); 2(poor) 3(fair); 4(good); 5(excellent)

---

Table 12 shows the results of the Classroom Inventory Checklist

Table 12

---

Comparative Results of the Classroom Inventory Checklist

| | Pre-Observation (YES) | (NO) | Post-Observation (YES) | (NO) |
|---|---|---|---|---|
| Classroom exhibits cultural diversity..... .....0 | | 8 | 4 | 4 |
| Bulletin boards reflect multicultural diversity.....0 | | 6* | 3 | 3 |
| Classroom walls or display cases depict positive self concepts... .....2 | | 4 | 5 | 1 |
| Pictures of children expresses positive self concepts.....1 | | 5 | 5 | 1 |
| Books, magazines, toys reflect cultural diversity.....1 | | 5 | 5 | 1 |
| Teacher praise to children used to build competencies.....2 | | 4 | 6 | 0 |

| | | | |
|---|---|---|---|
| Lesson plans considers activities that reflect multicultural diversity throughout the curriculum.....0 | 6 | 4 | 2 |
| Teachers are knowledgeable of multicultural literature.....1 | 10 | 3 | 7 |

* There are only six bulletin boards in the center

Table 13 shows the comparative results of the Teacher Evaluation Rating Scale.

Table 13

Comparative Results of the Teacher Evaluation Rating Scale

| | Pre-Observation | Post-Observation |
|---|---|---|
| 1. Teacher provides experiences which promote development for each individual.....2 | | 4 |
| 2. Teacher provides experiences which promote social-emotional development of each child.....1 | | 4 |
| 3.Teacher provides experiences which promote intellectual growth that are appropriate to the stage of the individual child.....2 | | 4 |

| | | |
|---|---|---|
| 4. Teacher provides a safe and healthy learning environment for the child.....3 | | 5 |
| 5. Teacher provides skillfully managed child-centered environment.....3 | | 4 |

Note: Numbers are actually averages of two observations made during the eight month practicum.

(Scale= 1(unacceptable); 2(poor); 3(fair); 4(good); 5(excellent)

N=10 (i.e. Teachers)

---

## Discussion

To determine the effectiveness of this practicum, qualitative as well as quantitative results were examined. A review and interpretation of the evidence reveal that all objectives were achieved. Teachers and parents are now working collaboratively to build positive self-concepts in young children.

An examination of Table 6 reveals that even though both groups showed an increase in scores, only the teachers obtained the score that met the objective (15). Nevertheless, they both demonstrated more knowledge of Afrikan and Afrikan American history and culture.

Table 7 shows the results of the 24 workshops that were presented over the eight month practicum. The results demonstrate that teachers believed the information presented were very helpful and could be applied to their classroom environments. Moreover, parents also believed that the information could be applied in their homes. Both parents and teachers thought that their overall knowledge of child development, multicultural education, and history of Afrikan culture had increased significantly

Table 8 reveals quantitative evidence that shows that the number of phone calls increased significantly. This demonstrates that more contact was now being made between the community center's teaching staff and parents. Additionally, phone calls were not being made for problems only, but as a means to maintain communication.

Table 9 shows qualitative evidence of how the relationship between parents and teachers improved during the eight month practicum. Two hundred and fifty contacts were made during this period and evidence shows a range from 3 to 5, which indicates that parents and teachers were establishing a quality relationship. They were now working as collaborators and building a relationship.

Table 10 discloses how children's self concepts improved during the eight month period. Scores on the pretest reveal that most children did not think of themselves of unique, with worth and dignity. Half of the children surveyed indicated that they were not happy; more then half believed they were no good; more than half did not think their skin color was a positive attribute; half believed they were slow learners; and many believed they were losers. Many children thought they were "bad," but this was probably due to the cultural variances in the english dialect that are common among inner city blacks. The term "bad," in most cases mean a "cool dude," as was indicated in Michael Jackson's Album entitled, "Bad." As can be observed, 23 children chose "bad," in the posttest as well, thereby confirming the writer's opinion. However, significant increases in posttest scores reveal that these children now see themselves as unique, with worth and dignity. They felt accepted by their peers, teachers, and parents and believed they were capable of achieving their goals academically and socially.

Table 11 shows the qualitative results of the Monthly Evaluation Rating Scale. The evidence reveals that teachers are now providing developmentally-appropriate activities,

using praise and verbal encouragement, accepts each child as unique, recognizes the competencies of each child, and practices active listening skills. On a scale of 1 through 5, the average scores are given and as one can see, most teachers are performing very well in their interaction with their children (average scores range from 3 to 5).

Table 12 reveals that teachers are now providing activities that are culturally diverse. Some classrooms continue to have difficulties developing culturally diverse activities, namely the afterschool program because the children only come in the late afternoon. The other classroom that do not necessarily use these activities is the infant room. However, there is a noticeable difference as evidenced in bulletin boards, display cases, materials, and in individual classrooms where pictures of children are displayed from all over the world.

Table 13 show evidence of skill development acquired by the teachers. They are now providing children with various experiences that promote all aspect of growth and development (i.e. physical, psychological, cognitive, and social-emotional). These skills and knowledge of children are essential to be able to meet their needs effectively.

Two evaluations were made during the eight month practicum and the results are significant (i.e. from pre-score averages of 2 to posttest averages of 4).

A review of the literature reveals that similar results were found in other studies. Hale-Benson (1986) found that African American children developed positive self concepts as a result of their learning about African culture and history.

Shareef (1986) found that black children develop good self-esteem when African culture is infused into the curriculum. He concludes that when African American children are exposed to their history and culture early, they are provided with the necessary requisites to build positive self-images.

When teachers and parents work harmoniously, children perform better and teachers are able to build pedagogical and interpersonal skills (Ridout, 1990).

McGill et. al. (1990) developed a training model for parents of special needs to overcome the frustration of the special education process. She found that when parents were empowered, they in turn become better advocates for their children.

The importance of parent involvement and the use of telephone contacts improved participation in their child's education is attested by Canady and Seyfarth (1979).

Since the goals and objectives were met, several factors should become obvious. First, when parents and teachers work harmoniously to develop partnerships, children perform better academically and socially and believe they could reach their desired goals. Second, when teachers are given the opportunity to develop their skills, they in turn are able to provide activities that meet the needs of children that are developmentally appropriate. Third, parents of special needs children who attend public schools, become advocates for their children because they understand the evaluation process.

It is expected that this program will continue after the cessation of this practicum. One reason for the optimism is because the Department of Public Welfare of the Commonwealth of Pennsylvania has now mandated that all early child care professionals receive 6 hours of training annually. Another reason is that parents now understand the importance of learning about children and recognizing age-appropriate behaviors. They indicated that because of the training, they have become less physical in their discipline of their children.

The results of the practicum confirmed the writer's initial supposition that children will feel themselves as

unique, with worth and dignity; teachers will work harmoniously to build positive self-concepts in young children; and teachers will provide multicultural and developmentally-appropriate practice in the early childhood program.

## Recommendations

1. It will be recommended that this practicum be implemented throughout the early child care programs throughout the city for the same duration of time.
2. It will be recommended that the classrooms be divided into state approved age groups and that teachers hold proper credentials (including administrators).
3. It is recommended that all future personnel be involved in the training program as well as new families who place their children in either program.
4. It is highly recommended that all teachers adhere to a multicultural curricula and be tested periodically to measure competencies in pedagogy.
5. It is further recommended that teachers become proficient in reading professional literature about children and youth.

Recommendations 2, 3, 4 and 5 are the direct result of the practicum. Additionally, parenting support groups have been developed and meet on a regular basis.

If the writer had to do it over again, more administrators would become involved to enlighten and inform them about the issues, problems and solutions for providing high quality educational services for children and families.

## Dissemination

This practicum will be presented in various upcoming lectures through invitation from other child care programs. The writer hopes to present the findings of this practicum for the next regional conference of he National Association for the Education of Young Children and the National Black Child Development Institute. Other options include publication in professional journals (i.e. Young Children or Council for for Exceptional Children).

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Appendix A
Afrikan and Afrikan American Diagnostic Inventory

# Afrikan and Afrikan American Diagnostic Inventory

Name_____ Date_____

Answer True (T) or False (F)

1. Imhotep was the first Egytian Pharoah. T or F
2. Crispus Attucks was a hero of the battle of Bunker Hill. T or F
3. African Americans make up approximately 12% of the U.S. population. T or F
4. David Walker wanted slavery to remain in the U.S. in his famous "Walker's Appeal" of 1829. T or F
5. W.E.B. BuBois founded the "Black Star Line." T or F
6. Rosa Parks is known for her refusal to give up her seat for a white man, which subsequently led to the Montgomery Boycott. T or F.
7. Manumission is the process of freeing a people. T or F.
8. Zimbabwe is the name given to a sacred river in West Afrika. T or F.
9. Roy Wilkins was the inventor of the washing machine. T or F.
10. Harriet Tubman is called the "Moses" of her people. T or F.

**Matching**

Find the item from the right-hand column which correctly completes the statement in the left-hand column. Place the correct letter in the space provided.

| | |
|---|---|
| ____1. N.A.A.C.P. | (a) Frederick Douglass |
| ____2. Wrote "Black Boy." | (b) Roy Wilkins |
| ____3. Wrote "Up from Slavery." | (c) Richard Wright |
| ____4. A former slave. | (d) Martin Luther King |
| ____5. Famous civil rights leader. | (e) John Hope Franklin |

Choose the correct answer from the following:

1. Who is the founder of the Black Muslims?

   (a) Roy Wilkins (b) Malcoln X
   (c) Elijah Muhammed (d) none of these

2. Who introduced sun worship in ancient Egypt?

   (a) Ahkenaton (b) Hatshepsut
   (c) Teti I (d) none of these

3. According to archaeology, the birthplace of the human race is in

   (a) Asia (b) Europe
   (c) Afrika (d) none of these

4. Slavery in the Western Hemisphere resulted in about 250 revolts. Which country did it not occur?

(a) Peru
(b) Brazil
(c) Haiti
(d) Cuba

5. The comprehensive "voting rights bill" was passed by congress in what year?

(a) 1965
(b) 1968
(c) 1954
(d) 1964

Appendix B
Family Contact Form

# FAMILY CONTACT FORM

Date_____ Time_____

Name of Child_____

Teacher_____

Class_____

Reason for Contact_____

_____

_____

_____

_____

_____

_____

_____

Problem Resolved Yes No

Solution_____

_____

_____

_____

_____

Parent Conference Yes No

Appendix C
Family Contact Rating Scale

**Family Contact Rating Scale**

Teacher(s), please rate the contact with the family with whom you made contact.

Family Name_____ Date_____

Rating Scale: 1=Unacceptable 2=Poor 3=Fair 4=Good 5=Excellent

1. Parent(s) receptive to the concerns of their child(ren).

   1 2 3 4 5

2. Problems discussed were clearly enunciated.

   1 2 3 4 5

3. Parent(s) seemed genuinely interested in their child's educational experiences.

   1 2 3 4 5

4. Parent(s) expressed knowledge of their child's limitations in regards to developmental milestones.

   1 2 3 4 5

5. Information, impressions, and evaluations are promptly shared and openly communicated to parents.

   1 2 3 4 5

6. The use of "jargon" and other technological terms were avoided to facilitate exchange of information.

   1 2 3 4 5

7. The expressions of feelings, needs, and priorities were communicated in an open and honest manner.

   1 2 3 4 5

8. Planning and initiating of the child's activities were mutually agreed upon.

1 2 3 4 5

9. Parent(s) expressed willingness to participate in volunteer committees at school.

1 2 3 4 5

10. Community services were discussed and information shared in regards to their accessibility.

1 2 3 4 5

Appendix D
Children's Self Concept Scale

## Children's Self Concept Scale

Directions: This survey is designed to measure self-concepts in young children. Self-concept is defined as how one thinks and feels about oneself. Have your children fill out the survey and respond to each statement. **Say: Draw a circle around each sentence that expresses how you feel most of the time. If you have difficulty reading a question, please raise your hand and I will assist you.**

Please circle yes or no

1. I am happy.....yes no
2. I am good.....yes no
3. I am beautiful.....yes no
4. I am dumb.....yes no
5. I am a loser.....yes no
6. I am a good person.....yes no
7. I am bad.....yes no
8. Black is beautiful.....yes no
9. I am smart.....yes no
10. I'm a slow learner.....yes no
11. I am a failure.....yes no
12. I am a lovable person.....yes no
13. My teacher is proud of me.....yes no

14. My parents think I am a worthy person.....yes no

15. I am a clumsy person.....yes no

16. My friends think I'm cool.....yes no

Appendix E
Monthly Classroom Evaluation Rating Scale

**MONTHLY CLASSROOM EVALUATION CHECKLIST**

Teacher_____ Date_____

5= excellent
4= good
3= fair
2= poor
1=unacceptable

SELF CONCEPTS

1. Teacher gives the child tasks which are developmentally appropriate, interesting, and challenging, so that the child can succeed and enjoy the feeling of accomplishment.

5 4 3 2 1

2. Teacher provides children with a lot of verbal reienforcement and encouragement.

5 4 3 2 1

3. Teacher accepts the things the child does, and comments honestly and positively about them.

5 4 3 2 1

4. Teacher helps children feel they have worth and that each person is an important member of the group.

5 4 3 2 1

5. Teacher solicit's childrens' suggestions and uses them. She makes the children feel and believe that their ideas are are worthy and important.

5 4 3 2 1

6. Teacher practices active listening skills.

5 4 3 2 1

7. Teacher demonstrates respect and consideration of each child.

5 4 3 2 1

8. Teacher demonstrates patience, judging the child's actions slowly and prudently.

5 4 3 2 1

9. Teacher provides the children with various opportunities to make choices and decisions.

5 4 3 2 1

COMPETENCIES AND EFFICACIES

10. Teacher demonstrates acceptance (of each child).

5 4 3 2 1

(Example)

"I like the way you handled that."
"I like the way you solved the problem."
"I'm glad you enjoy learning."
"How do you feel about it."

11. Teacher demonstrates confidence in child's ability

5 4 3 2 1

(Example) "Knowing you, you'll do great."
"I have confidence in your judgement."
"You'll be able to figure it out."
"That's a tough problem, but you can do it."

12. Teacher demonstrates children's contributions and assets.

5 4 3 2 1

(Example)
"Thank's that was very helpful."
"That was very considerate of you."
"I need you help on_____."
"You have skill in_____."

13. Teacher recognizes efficacies and improvements in children.

5 4 3 2 1

(Example)
"It looks as if you really put forth effort on_____."
"It appears as if spent a lot of time thinking it through.
"You may not believe you reached your goal, but look how far you've come.

Appendix F
Classroom Checklist

## CLASSROOM INVENTORY CHECKLIST

**Date**_____

**Classroom**_____

| | | | |
|---|---|---|---|
| 1. | Classroom exhibits multi-cultural diversity. | yes | noo |
| 2. | Bulletin boards reflect multi-cultural diversity. | yes | no |
| 3. | Classroom walls or display cases depict positive self-concepts. | yes | no |
| 4. | Pictures of children expresses positive self-concepts. | yes | no |
| 5. | Books, magazines, toys reflect cultural diversity. | yes | no |
| 6. | Teacher gives praise to children to build competencies. | yes | no |
| 7. | Lesson plans reflect activities that regards multi-cultural diversity throughout the curriculum. | yes | no |
| 8. | Teacher is knowledgeable of cultural diverse literature. | yes | no. |

Appendix G
Workshop Evaluation Rating Scale

## Workshop Evaluation Rating Scale

Date _____ Workshop_____
Please rate the following areas on the scale provided.
Any additional comments are appreciated.

5 = excellent
4 = good
3 = fair
2 = poor
1 = unacceptable

Comments_____

| | | |
|---|---|---|
| 1. | The presenter provided information that was relevant to the area of early childhood. | 5 4 3 2 1 |
| 2. | The presenter was well organized | 5 4 3 2 1 |
| 3. | The presenter related well to the group. | 5 4 3 2 1 |
| 4. | The presenter was clear and focused during the presentation. | 5 4 3 2 1 |
| 5. | Suggestions and helpful ideas were provided. | 5 4 3 2 1 |
| 6. | Readings were appropriate to early childhood development/education. | 5 4 3 2 1 |
| 7. | Materials provided by the presenter were carefully selected and well presented. | 5 4 3 2 1 |
| 8. | Activities recommended by the presenter were appropriate for classroom instruction. | 5 4 3 2 1 |
| 9. | The workshop objectives were clear and stated early. | 5 4 3 2 1 |
| 10. | Information presented is helpful to my needs as an teacher of young children. | 5 4 3 2 1 |

Appendix H
Teacher Evaluation Rating Scale

# TEACHER EVALUATION RATING SCALE

Name _____ Center _____ Completed by

5 = excellent
4 = good
3 = fair
2 = poor
1 = unacceptable

| COMPETENCY | EVIDENCE | RATINGS |
|---|---|---|
| 1. Provides experiences which promote development for each individual | A. Makes equipment available for gross motor activities outside | 5 4 3 2 1 |
| | B. Makes equipment available for gross motor activities inside | 5 4 3 2 1 |
| | C. Encourages and assist children who need special help | 5 4 3 2 1 |
| | D. Participates actively with the children | 5 4 3 2 1 |
| | E. Helps to provide manipulative materials, such as puzzles, lacing boots, art materials, etc. | 5 4 3 2 1 |
| 2. Provides experiences which promote social-emotional development of each child | A. Accepts, respects, utilizes the child's ideas | 5 4 3 2 1 |
| | B. Listens attentively without interrupting | 5 4 3 2 1 |
| | C. Respects and handles children's work with care | 5 4 3 2 1 |
| | D. Offers reassurance and/or empathy, when needed | 5 4 3 2 1 |
| | E. Engages in meaningful verbal interaction with the child frequently | 5 4 3 2 1 |
| | F. Is alert to non-verbal clues | 5 4 3 2 1 |
| | G. Provides a variety of opportunities to help child understand appropriate relation ships with others | 5 4 3 2 1 |

| | | | |
|---|---|---|---|
| | | H. Foster group awareness and a feeling of belonging | 5 4 3 2 1 |
| | | I. Encourages independent care of self dressing, toileting, etc. | 5 4 3 2 1 |
| | | J. Fosters independence care and in use of materials and equipment. | 5 4 3 2 1 |
| 3. | Provides experiences which promote intellectual growth that are appropriate to the stage of the individual child | A. Provides a variety of cognitive materials which enable each child to make choices | 5 4 3 2 1 |
| | | B. Provides experiences which promote individual self-expression in conversation, imaginative play, and creativity | 5 4 3 2 1 |
| | | C. Selects age appropriate books and stores | 5 4 3 2 1 |
| | | D. Encourages an interest in and an enjoyment of children's literature reflecting various ethnic groups | 5 4 3 2 1 |
| | | E. Provides variety of language stimulation activities, such as flannel board, puppets finger plays, song and story records that are appropriate and reflect cultural diversity | 5 4 3 2 1 |
| | | F. Provides and encourages experience involving thinking skills, such as generalizing, classifying, problem solving | 5 4 3 2 1 |
| 4. | Provides a safe and healthy learning environment for the child | A. Is aware of, and appropriately responsive to the health needs of the child | 5 4 3 2 1 |
| | | B. Recognizes and acts against hazards to safety | 5 4 3 2 1 |

| | | |
|---|---|---|
| 5. Provides skillfully managed, child-centered environment | A. Implements the routine of daily activities: | 5 4 3 2 1 |
| | 1. Anticipates the need and provides assistance in teacher-directed activities | 5 4 3 2 1 |
| | 2. Accepts responsibility in implementing small group activities | 5 4 3 2 1 |
| | 3. Accepts responsibility in skillfully managing the classroom | 5 4 3 2 1 |
| | 4. Helps effect a smooth transition from one activity to another | 5 4 3 2 1 |
| | B. Is able to plan and work cooperatively with other adults in the center | 5 4 3 2 1 |
| | C. Provides positive guidance techniques which foster the child's ability to be self-disciplined: | 5 4 3 2 1 |
| | 1. Guides the child in understanding and following clearly defined limits | 5 4 3 2 1 |
| | 2. Treats behavior problems individually and privately | 5 4 3 2 1 |
| | 3. Reinforces positive behavior and deals appropriately with negative behavior | 5 4 3 2 1 |
| | 4. Is kind and understanding while being firm and consistent | 5 4 3 2 1 |
| | D. Helps achieve a pleasant, inviting atmosphere in which the child feels comfortable and secure | 5 4 3 2 1 |
| | E. Strives to understand child and family | 5 4 3 2 1 |
| | F. Maintains current and accurate records | 5 4 3 2 1 |
| | G. Realizes importance of role in classroom | 5 4 3 2 1 |

_____ , have read and understand my
employee's name

performance evaluation. I agree ____ or disagree ____ with the

contents. (If disagree state reasons below.)

I have also received a copy of this evaluation.

COMMENTS:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____ _____
Date Signature (employee)

_____ _____
Date Supervisor's Signature

Appendix I
Attendance Form

**ATTENDANCE FORM**

**Date:**_____

**Name of Workshop/Meeting:**_____

Name of Participants

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Appendix J
Teacher Survey

**TEACHER SURVEY**

1. What skills do you believe are needed to become an effective taecher?

_____
_____
_____
_____

2. What do you believe to be the most effective means of getting parents to participate in their child's education?

_____
_____
_____
_____

3. How often do you contact the parents of your children?

(please circle) often sometimes never

4. What are some reasons you contact parents and under what circumstances?

_____
_____
_____
_____

5. Parent-Teacher conferences are good because

_____
_____
_____
_____

6. I believe the reason parents are reluctant to participate in their child's education is _____
_____
_____
_____

7. When workshops are offered at the center, I invite the aprents of my students (please circle) yes no sometimes

8. The importance of father participation in child rearing is crucial because_____
_____
_____
_____

9. We currently have an active parent-teacher committee. (please circle) yes no

10. What age group do you teach?_____

11. I read books, magazines, or articles that help me learn about how to deal effectively with parents.
(please circle) yes no
Which ones do you recommend for other teachers?

_____
_____
_____

12. I have knowledge of Afrika, it's customs, history, and culture. (please circle) yes no

Appendix K
Parent Survey

**PARENT SURVEY**

1. I am currently
   (please circle) a. married b. single c. divorced/separated

2. What is/are the age(s) of your child(ren)?_____
_____
_____

3. When your child has a problem in school, how do you attempt to resolve it? _____
_____
_____

4. I am in frequent contact with my child's teacher.
   (please circle) yes no
   How often? daily weekly other

5. What school activities are you currently involved in?
_____
_____
_____

6. If you are not involved in school related activities, please state the reason(s)_____
_____
_____
_____

7. I often read books, articles, and/or magazines related to child growth and development. yes no

   Which one(s) would you recommend to other parents.
   Please list:_____
   _____
   _____

8. What topics are of interest regarding children and youth that you would like to have addressed in future parent workshops?_____
_____
_____

9. I attend parent-teacher conferences
   (please circle) yes no

10. What factors determine a good parent-teacher relationship?_____
_____
_____

Appendix L
Videotape Reference List

# Videotape Reference List

Cannady, J., Perkins, S. (Directors), and Johnson, W. (Director). (1990). Border Babies. Washington, DC: Black Entertainment Television. Our Voices.

Dore, M., Hemingway, J., and Dixon, D. (Producers). (1987). Journey to Birth. White Plains, NY: March of Dimes Birth Defects Foundation.

Eberhardt, T. (Director). (1977). Growing Years. Episodes 1-8. Coast Community College District. University of California and McGraw-Hill.

Flynn, T.(Director) and Dixon, D. (Producer). (1987). Cocaine's Children. White Plains, NY: March of Dimes Birth Defects Foundation.

O'Kara, H., Bangert, C.D., and Gorfain, L.H. (Producers). (1990). What Every Baby Knows. Hosted by T. Berry Brazleton. Lifetime Television Network. Episodes 1-13. Tomorrow Entertainment.

Yourgrau, T. (Producer). (1989). Discovering Psychology. Hosted by Philip Zimbardo. WGBH Educational Foundation. Santa Barbera, CA: Annenberg CPB Project.